

Programme 96.†

L<sub>1</sub>

( May to July, 1923.  
September to December, 1923, in the Dominions. )

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

#### FORM IV.

PUPILS' NAMES.....

#### Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

*Old Testament History*,\* by T. M. Hardwick and H. Costley-White (Murray, 3/6), Vol. V., pp. 3-66 (736-586 B.C.). Selected passages from *II. Kings*, 18, 19, 20, 21, 22, 23, 24, 25; *Jeremiah*, 26, 36, 37, 38, 40, 42, 43. (a) S.P.C.K. *Bible Atlas*\* (1/3). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-). (c) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (d) *The Saviour of the World*, Vol. VI. (P.N.E.U. Office, 3/-), pp. 125-185.

(e) *S. John's Gospel*,\* chapters 8-14 (S.P.C.K. Commentary, 9d.). (f) *The Prayer Book in the Church*, by the Rev. W. H. Campbell (Longmans, 3/-), pp. 43-58, with lesson on Whitsuntide and Trinity.

For Sunday reading (optional):

*A Lady's Ride in the Rocky Mountains*, by Mrs. Bishop (Murray, 2/6). *George Washington*, by Ada Russell (Harrap, 2/-).

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1½d. each, 1923). (b) *A Boy's Book of Prayer*,

† The 96th term of work set since the Parents' Union School began.



by A. Devine (Methuen, 2/-). *The Winchester Hymn Supplement* (Warren, Times 1/9, Words 4d).  
Sunday Occupations: A Book of Centuries. Choose and write mottoes in beautiful lettering (see Bridges).

#### Writing.

Choose and transcribe passages from Shakespeare's *Romeo and Juliet*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

#### Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; a paragraph to be then dictated or to be occasionally written from memory.

#### Composition. (Oral or written narration every day after each subject.)

(See Meiklejohn, 176-183.)

Essays on subjects in "Literature," or, on the news of the week, or, on some historical or allegorical subject, etc. Verses (note metre of poems set for this term), on current events and on characters in the term's reading, upon historical characters. Letters describing visits of interest.

Write for the P.U.S. Magazine (Editor Miss N. Pott, c/o P.N.E.U. Office, 3/3 a year).

#### English Grammar.

Parse and analyse from books read, making progress each term. Meiklejohn's *A New Grammar of the English Tongue*\* (4/-), pp. 132-142; 175-185.

#### Literature (including holiday and evening reading).

*The History of English Literature for Boys and Girls*\*, by H. E. Marshall (Jack, 10/6), pp. 448-464; 490-536. Shakespeare's *Romeo and Juliet*\* (School Edition, Oxford Press, 1/3). Scott's *Waverley*\* (Dent, 2/-). Pope's *The Rape of the Lock* (Blackie, 3d.). Palgrave's *Golden Treasury*\* (Oxford Press, 2/6): contemporary poets. Goldsmith's *Poems*\* (Blackie, 1/-).

#### English History.

Gardiner's *History of England*\* (Longmans, 6/6), Vol. III., pp. 702-764 (1714-1760). A chart of the 18th Century (1700-1760), (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events. *A History of Everyday Things in England*, by H. & C. Quennell (Batsford, 3/-), Part V., may be used for period. Omit history taken up in *Medieval and Modern Times* if necessary.

#### General History.

*Medieval and Modern Times*\*, by T. R. Robinson (Ginn & Co., 10/6), pp. 411-460 (1714-1760), (omit questions). *Ancient Times: A History of the Early World*\*, by J. H. Breasted (Ginn, 10/6), pp. 295-376 (omit questions). Continue a Book of Centuries\* (P.N.E.U. Office, 2/3), putting in illustrations from all history studied. British Museum Postcards (1/6 a set), Nos. 7, 17, 29.

#### Citizenship.

*Ourselves*\*, Book I. (Kegan Paul, 4/6), pp. 48-72. North's *Plutarch's Lives: Alexander*\* (second half) (Blackie, 1/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Citizenship*\* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 182-227 (narration instead of questions).

#### Geography.

The Ambleside Geography Books, Book V.\* (5/), pp. 161-209. *Our Guardian Fleets in 1805*\*, by H. W. Household (Macmillan, 3/-), pp. 142-185.

Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercise on the map of Europe every week. Philips' *Atlas of Comparative Geography* (new edition, 3/6), may be used. See also tests under "Scouting" (P.R., May, 1920), or "Guiding."

Map questions to be answered from map and names put into blank map (from memory) before each lesson. Teacher may find useful *Out-Door Geography*, by H. Hatch (Blackie, 3/-); *Aftermath: a Geographical Study of the Peace Terms*, by M. Newbigin (Macmillan, 3/6).

#### Natural History and Botany.

*Every Boy's Book of Geology*\*, by Trueman and Westell (R.T.S., 6/-), pp. 164-225. *Elementary Studies in Plant Life*\*, by F. E. Fritsch (Bell, 3/6), pp. 91-96; 102-124; 181-187. Keep a Nature Note-Book (P.N.E.U. Office, interleaved, 2/3), with flower and bird lists and insect lists, and make daily notes. For out-door work take some special April to July study, from Furneaux's *A Nature Study Guide* (Longmans, 6/6). Watch beetles. *Common British Beetles*, by G. A. Hall (Black, 3/-), may be used. See also tests under "Guiding."

#### General Science.

*First Year of Scientific Knowledge*\*, by Paul Bert (Relfe, 5/-), pp. 50-106. *Some Wonders of Matter*\*, by Bishop Mercer (S.P.C.K., 5/-), pp. 134-158.



Hygiene and Physiology, Domestic Economy.  
*A Health Reader*,\* by W. H. Abrahall (Cassell, 3/-), pp. 193-221. *A First Year of Scientific Knowledge*, pp. 338-358.

Su

Arithmetic.  
Pendlebury's *New Shilling Arithmetic*,\* pp. 124-131 (Bell, 2/3). Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).  
Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Wr

Di

Geometry.  
*A School Geometry*,\* by H. Hall and F. Stevens (Macmillan, Parts i-iv., 3/6), pp. 158-169, 170 (first five exercises). Revise 139-157. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Co

Algebra.  
*A School Algebra*,\* by H. S. S. Hall, Part I. (Macmillan, 3/6), pp. 5, 8-12; 20-23; 72-74, or continue.

German.

Siepmann's *Primary German Course*,\* by O. Siepmann (Macmillan, 5/-), Lessons 26-29 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested,

or, preferably, Italian.

En

Perini's *Italian Conversation Grammar*\* (Hachette, 6/6), Exercises 25-29, or, *A New Italian Grammar*, by E. Grillo (Blackie, 6/-), pp. 36-49, with corresponding exercises.

L

Latin.

*Limen*,\* Part I. (Murray, 2/6), pages 95-117, with corresponding exercises. Revise grammar, pp. 72-95. Narration of continuous passages.

French.

*Primary French Course*,\* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 26-30 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Un Cousin de Passage* (Hachette, 1/-). Read several poems and learn one from *Longer Poems for Recitation* (Blackie, 6d.).

E

Drawing.

Studies of objects in the house from nature, teacher following method in *The Art of Drawing*, Album 5 (Philip & Tacey, 1/3). Illustrations of scenes from Literature. Study, describe (and draw from memory

details of) six reproductions\* of pictures by Goya and Ribera (P.N.E.U. Office, 2/- the set). See the special notes in the *Parents' Review*, for April, 1923. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-).

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Two hymns. Psalm 107. Fifty lines from Goldsmith's *Poems*. A scene from *Waverley*.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations should afford exercise in careful reading and in composition. Poetry should be read daily. *The Odysseys of Homer*, Chapman's Translation (Simpkin Marshall, 3/6), Books 17-20 inclusive (to be read by teacher, with omissions). *Gulliver's Travels* (Dent, 2/-, Young People's Edition).

Musical Appreciation.

See Programme of Music (Schubert), *Parents' Review*, April, 1923: *Our Work*. *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-). *The Second Book of Great Musicians*, by P. Scholes (Oxford Press, 4/6), may be used.

Singing. See Programme of Music.

Three French songs, *French Songs with Music* (Blackie, 7d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,\* complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 39 and 40 (Curwen & Son, 2/6).

Drill, etc. (Choose new work.)

For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs in Many Lands* (Evans, 7/6). The Board of Education's *Syllabus of Physical Training* (Eyre & Spottiswoode, 1/6), four tables. Ex-Students, House of Education Drills. *How to Teach Dances* (Evans, 4/6).

Work.

Do some definite house or garden work. Claymodelling, by H. Unwin (Longmans, 4/6). Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet, Leeds.) *Simple Garments for Children*, by Synge (Longmans,



7/6). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). See also "Guiding," or P.U.S. Scouting (*P.R.*, May, 1920). All girls should take the First Aid and House-craft Tests. Make a garment for the "Save the Children Fund"; for particulars apply to 29 Golden Square, Regent Street, W. 1.

---

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each pupil should have a copy of all books, etc., marked \* and a set of the Pictures and materials. *One* copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. *may work together* in all history and literature subjects (including Scripture).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/- for 4 quires (*not less*); special clipped book post envelopes, 4d. for 3. Also the School Badge (silver, 4/6, metal, 9d.). School Hat Band (2/6), and Ribbon (2/3 a yard). Ties (cotton 1/-, silk, 2/9). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). For P.U.S. blazers (see *P.R.*, January, 1923.)

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

N.B. 8.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.



# Parents' National Educational Union.

---

## The Parents' Union School.

---

(Address: THE DIRECTOR P.U.S., HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

### FORM IV.

PUPILS' NAMES .....

#### Bible Lessons.

- I. 1. Give an account of the reformation undertaken by King Josiah.
2. Describe the dealings of Zedekiah with the prophet Jeremiah.
3. What do you know of the witness of the prophets as regards, (a), the Siege of Jerusalem, (b), a Messiah, (c), a vision of Glory and Peace?
- II. 1. What teaching does our Lord give His disciples in connection with, (a), "I am the Good Shepherd," (b), "I am the Resurrection and the Life"?
2. (a), "How can we know the way?" (b), "Show us the Father," (c), "He shall teach you all things." Give the context in each case.
3. Write some verses on "The Great Supper."

#### Writing.

Write ten lines of poetry from memory.

Dictation. (Spelling is considered throughout the Papers.)

#### Composition.

1. Some lines, after Goldsmith, on one of the following,—  
"The grey-ey'd morn smiles on the frowning night,"  
Ulysses and Argus, Queen Mab.
2. A short account of one of the following,—King George's visit to Italy, "Gulliver and the Emperor of Lilliput" (in the style of Swift), "Friar Laurence,"
- or, 3. An essay on,—  
"The mind of man flies still out of his way,  
Unless God guide and prompt it ev'ry day."

#### English Grammar.

- A 1. Analyse, parsing the words in italics,—  
"So gladly, from the songs of modern speech  
Men turn, and *see* the stars, and feel the free  
Still wind *beyond* the close of heavy flowers,  
And *through* the music of the languid hours  
They hear *like* ocean on the western beach  
The *surge* and thunder of the Odyssey."



2. Explain, giving examples, the use of the suffixes,—ling, wise, er, an, any, icle, lent, ire.
3. In what ways may emphasis in composition be attained? Give examples.

#### Literature.

1. Write a short account of the "Rape of the Lock," quoting lines where you can.
2. What do you know of the life of Goldsmith? Describe the family of the "Vicar of Wakefield."
3. Write a scene for acting from *Waverley*.

#### English History.

1. Describe the character and policy of Sir Robert Walpole.
2. Give an account of the campaign in Canada, with dates.
3. What do you know of the work of (a), Dupleix, (b), Clive, in India?

#### General History.

1. Give an account of the rise of Prussia under Frederick the Great.
2. What do you know of (a), the reforms of Solon, (b), the teaching of Thales?
3. Describe, shortly, Athenian education in the age of Pericles. What do you know of the Sophists?

#### Citizenship.

1. What points must be borne in mind about the "way of the Reason"? What is meant by Common Sense? Illustrate from your reading of history this term.
2. Give instances to illustrate the magnanimity, courtesy, and fortitude, of Alexander the Great. Give an account of the intercourse between Alexander and Callisthenes.
3. Trace briefly the steps by which the British citizen won freedom of speech and the freedom of the Press.

#### Geography.

1. Give a rough sketch-map of North America, putting in the divisions, boundaries and chief physical features.
2. Describe the great plains of South America.
3. Give an account of the Dominion of Canada.

#### Natural History and Botany.

1. How do the following plants obtain food,—yellow rattle, sundew, butterwort, mistletoe, bird's nest orchid? Describe each.
2. (a), Make a list of the beetles you have found and describe four, or, (b), describe all that is to be found in a hedge you know of.
3. What is a fossil? Describe, with diagrams, six kinds. What fossils have you found yourself?

#### General Science.

1. How do the molecules in a liquid behave?
2. How would you classify the following (and why),—aphides, cricket, dragon-fly, gnat, moth, bee, cockchafer, spider?

#### Hygiene and Physiology.

1. Explain what is understood by (a), the circulation of the blood, (b), oxygenation and blood corpuscles.
2. Give some directions for suitable clothing.

#### Picture Study.

Describe "Archimedes," by Ribera.

#### Arithmetic.

1. Find the Simple Interest on £65 for 5 years at  $3\frac{1}{8}\%$ .
2. In what time will £1500 produce £219 : 7 : 6 at  $4\frac{1}{2}\%$ ?
3. Find to the nearest penny the Compound Interest on £375 : 5 : 0 for 2 years at  $2\frac{1}{2}\%$ .

#### Algebra.

1. If  $a=5$ ,  $b=1$ ,  $c=0$ , find the value of  $3ab-5bc+\left(\frac{10b}{a}+\frac{3abc}{4}-\frac{a}{10b}\right)$
2. Divide £9 between A and B, giving A 5 times as much as B.
3. Solve:  $6(x^2-3x+2)-2(x^2-1)=4(x+1)(x+2)-24$ .

#### Geometry.

1. Equal chords are equidistant from the centre.
2. The opposite angles of a cyclic quadrilateral = 2 right angles.
3. In a circle 2 chords P Q and R S intersect at X. Prove triangle P X S equiangular to R X Q.

#### German.

1. Write the story of "Kohl, Wolf and Ziege."
2. Work Exercise I (b), page 193.
3. Make sentences, using the verbs with the prefix (a), separable, (b), inseparable,—*durchreisen*, *übersetzen*, *umgehen*, *umziehen*, *unterhalten*,

#### or, Italian.

1. Translate into Italian, Exercise 26, page 71 (Perini), or (Grillo), page 196, 2, 1-10.
  2. Give the Past Participle and First Person Singular Past Definite of, — *conoscere*, *dire*, *divenire*, *dovere*, *muovere*, and make five sentences, using the present tense of each,
- or, 2. Use, in sentences, the Italian for,—easier, less difficult, a tall man, a great man, which question? what a colour? what is the time?

#### Latin.

1. Write and translate sentences to show the use of,—(1), the Supine, (2), the Ablative Absolute, (3), the Locative Case.
2. Translate on page 107 from "*Duces illi*" to "*locasti*."
3. Translate Sentence 1 of each English into Latin Exercise between pages 107 and 117.



French.

1. Describe a picture in French.
2. Translate, in French, Exercise 30, II., 1-12
3. Use, in sentences, the Third Person Singular and Plural of the Present and Past Definite Indicative of,—  
*se venger, y renoncer, le décourager, songer.*

Drawing.

1. An original illustration from "Waverley."
2. A design for a Nature Note-Book cover (insects and flowers).
3. The corner of a room with its furniture.

Musical Appreciation.

1. Write three lines on any *five* of the following,—The Erlking; "the cardinal virtues of good song writing"; Rosamunde; Salieri; enharmonic change; feminine and masculine endings (give illustrations); the meaning of "C" as a time signature.

Recitations.

Father to choose two Bible passages of ten verses each, a poem, and a scene from Shakespeare.

Reading.

Father to choose a poem and a leading article from a newspaper.

Music.

Examine in work done.

Singing.

Father to choose an English, a French, and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of work completed to appear in *Parents' Report*.

---

**Summer Examination.**—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. This examination is optional. Summer Reports (*only*) to be posted to The Director P.U.S., The House of Education, Ambleside, either before July 30th or after September 15th.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

The Director would be glad to receive (but not for examination or return) any good prose or verse compositions written in the examination.